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CENTRAL INTELLIGENCE AGENCY

## INFORMATION REPORT

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COUNTRY China

SUBJECT Notes on Conditions at Yenching University  
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SOURCE

1. Comparison of educational standards at Yenching University during the period 1947-1948 with the period 1951-1952.

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- a. 1947-1948. There were many students, including many Christian students, with good English preparation from accredited high schools. Their preparation was similar to that for US schools. The cost of tuition, room, and board made it more possible for wealthy non-Christian students to attend than for poor non-Christian students. However, there were great numbers of poor Christian students with either scholarships from their missions or with university scholarships based on grades. The Communists were not known. I do not believe that there were many of them. The University during this period was financed by US and UK missions, by Chinese contributors, by the Nationalist Government, and by tuitions.
- b. 1951-1952. Students were accepted on an examination basis only and were allotted to the University by the Communist educational authorities. The Government helped with room, board, and tuition. I am not even sure that there was any tuition. There were many more non-Christian students. Great numbers were active Communists. I have but little knowledge of entrance requirements, but do know that the students had very little English preparation. Perhaps I was prejudiced, but it seemed to me that the quality of the general preparation was lower than in 1948. The University was financed almost entirely, if not entirely, by Chinese contributors and by the Communist Government.

2. Treatment of faculty members at Yenching University in late 1951 and early 1952. Many of the regular faculty members who had been willing to stay on under the Communists had been retained on the faculty until the great shake-up at the end of 1951 and early in 1952. Then many new faculty members were added. These were generally men the Communists wanted. (The Christian Chinese administration seemed to believe that they were going to be allowed to carry on the University, maintaining the old policies. However, beginning with the summer of 1951, the Government policy toward the University underwent a gradual change.) I was gradually more and more isolated. Then followed house restraint, actual house

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2. arrest, and finally police interrogation. I believe that the Chinese Christian administrators went through the same cycle of elimination.
3. Emphasis on engineering, science, and medicine. Under the Communist Government the largest budgets were set up for science, engineering, and medicine (pre-medical and pre-nursing). The students of these subjects increased in numbers as did also the faculties from the time that the Communists entered Peiping. After a large increase in the budgets for equipment and staff for these studies up to 1951, the budgets were then held stable because the Communists had decided to reorganize and re-combine all higher institutions of learning throughout the country.
4. Indoctrination classes at Yenching University, summer 1951. The political indoctrination classes took so much of the time of the Chinese teachers and students that efficient teaching or study became impossible. The whole campus seemed to "house a mad house." The use of tutors was necessitated because the students had no time to study their courses, all of their usual study time being spent either at political classes or meetings. Under the conditions of mass frenzy then existing, the tutorial system was the only way for the students to learn anything at all.
5. Extent of usage of tutorial system. My belief is that in 1951 the tutorial system was being introduced generally throughout China for these reasons:
  - a. The Communists did not have enough specialists to teach their courses to so many students. Therefore they had the professors give specialized lectures and had the young graduates supplement these lectures with a sort of glorified supervised study.
  - b. Since the Communists claimed that politics come first, and yet wanted leaders to expand their movement in all its phases, the leaders had to be educated by the "pour-in" method rather than by the natural growth and "do-it-yourself" method.

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